



This third webinar on online teaching and learning focussed on online lectures and featured two speakers: **Emilie Sitzia and John Parkinson**.

Emilie started by referring back to PBL's four principles of self-directed, constructive, contextual and collective learning. She noted that these principles are already not often pursued in lecture settings.

STARTING POINTS

- PBL
 - Self-directed
 - Constructive
 - Contextual
 - Collective
- PBL and lectures: a problematic relationship
 - Teacher-centered
 - Teacher as facilitator rather than transferring knowledge
 - Passivity of students

A small photograph of a LEGO minifigure with a grey head and black body, standing behind a red and white podium. To the left of the minifigure is a white, tiered structure resembling a podium or a stack of books.

When moving online we should even more than before ask:

- What are lectures in PBL for?
- And how to translate a good offline lecture to an online environment.

The answer to these questions determines what you can do online and what format to go for. Here it is good to take into account what role the literature foresees for lectures in PBL. Also consider if a synchronous or asynchronous lecture will serve your goals best.

TRADITIONAL OF LECTURES IN PBL

- **Introduce or summarize**
(individual reflection time; group work; work on questions; elaborate their own questions)
- **Contextualise**
(using students questions as starting points; make students think about the applicability of knowledge)
- **Elaborate on difficult concept**
(using students questions as starting points; make students think about the applicability of knowledge)
- **Introduce relevant research findings not in literature**

Anna Fyrenius, Björn Bergdahl & Charlotte Silén (2005) Lectures in problem-based learning—Why, when and how? An example of interactive lecturing that stimulates meaningful learning, Medical Teacher, 27:1, 61-65, DOI: 10.1080/01421590400016365

WHAT TO THINK ABOUT BEFORE GOING DIGITAL/VIDEO?

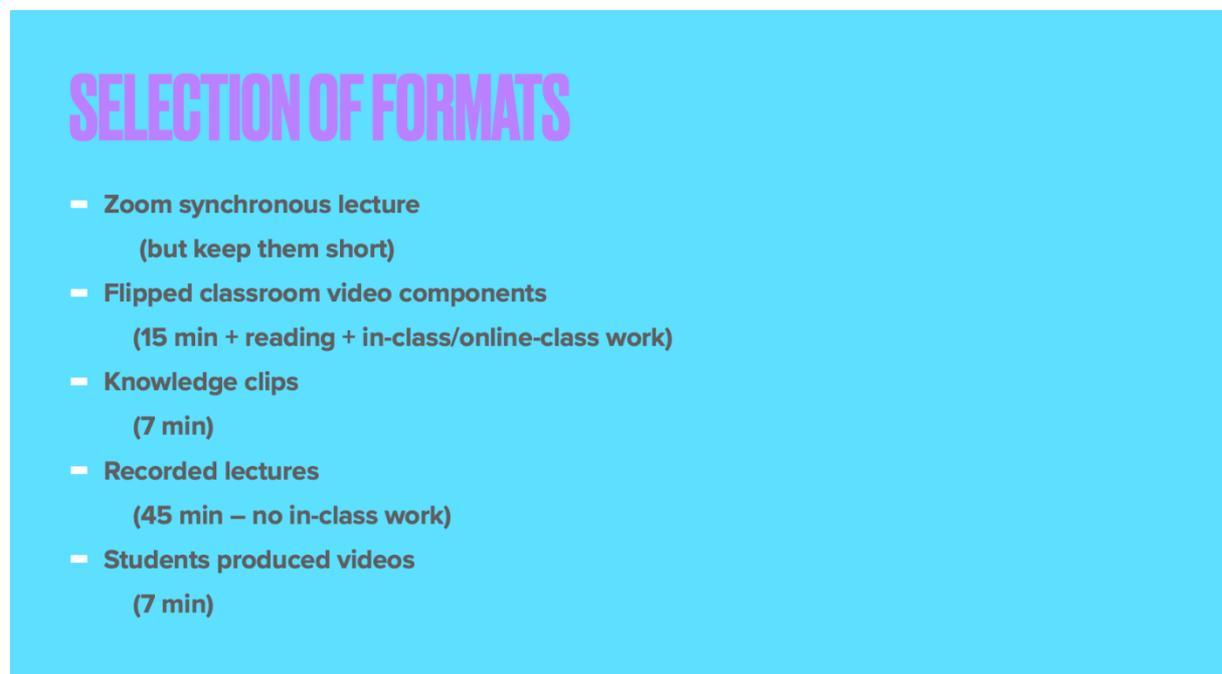
1. **Role of the lecture (s) in PBL course**
 2. **Context of the lecture in the course**
 3. **Size of the group**
- > **Synchronous or asynchronous?**
 - > **Extrinsic/intrinsic/vicarious experience of relevance by students**
 - > **Format choice**



In the online context, think of lectures in a holistic way (they can be supported by short recorded clips, can take a flipped classroom-format, could include quizzes).

Emilie's personal experiences are that students tend to be more passive during online synchronous lectures. So, there is an extra challenge for the lecturer, namely to include such activating elements to keep students alert.

Key is that what you produce remains digestible. Below are just a few options that are available and which Emilie has worked with.



SELECTION OF FORMATS

- **Zoom synchronous lecture**
(but keep them short)
- **Flipped classroom video components**
(15 min + reading + in-class/online-class work)
- **Knowledge clips**
(7 min)
- **Recorded lectures**
(45 min – no in-class work)
- **Students produced videos**
(7 min)

Find a tool that works for you. Also, consider if you want to involve students in the recording of e.g. knowledge clips (could be a course assignment!).

Good to know is, that the university has a dedicated website about using video in education: [VideUM](#). Students and staff can find much useful information there, how to go ahead when you are a 'producer'. One can also ask for support from the University Library video-experts, mentioned on the website's contact page.

Emily ended her short contribution with a number of top tips.

TIPS

- Select your content
- Structure
- Think about the genre
- Keep it short
- Keep it visual
- Find a recording tool that works for you
- Think about the lecture holistically (can I add an online game/test, readings, links, etc?)
- Don't agonise about you looking tired/bad hair day/etc



You can read more about Emilie's experience here: <http://fasos-research.nl/fasos-teachingblog/2020/03/13/using-videos-in-teaching-love-teaching-in-the-time-of-corona/>

John has recently been working on a number of short clips for his course 'Power & Democracy', which can be found here:

- Introduction: <https://youtu.be/FTgzBSArBQA>
- Franchise, Scope, Authenticity: <https://youtu.be/4Iip6FdfuLA>
- Democracy defined: <https://youtu.be/2IyiHVLLX4Y>
- Liberal democracy: https://youtu.be/wlD9iF11f_w

(For another fantastic clip, see the fabulous video that Maud Oostindie made for the *Political Philosophy* course at UCM: <https://www.youtube.com/watch?v=xvmn-WnK424>).

John stressed two things in his contribution: the importance of a clear point and the importance of a good set-up for recording lectures.

Having a clear point is key in online lectures. Consider what your audience is and

- Tell them what you are going to tell them;
- Tell them;



John ended his talk by saying that we don't have to do this alone and from scratch. For instance, there is a video production company whose YouTube videos he has found very helpful. It is by Justin Brown of Primal Video. John especially recommends the "how to edit" videos. There are many others for the different devices people use and their level of experience: <https://www.youtube.com/channel/UCO4Nw0vUpxgb0zszj1SaMg>.

An alternative option mentioned by John, is to transform your lecture into a podcast. This will just be an audio recording, with no images or slides. A podcast can offer certain advantages. For instance, there is a lower threshold for students when and where they will listen to it. Furthermore, it can enable a longer attention span, compared to the tune out limits with videos.

Discussion

Everyone agreed that, while the need to move online has been a sudden one, it also offers opportunities to experiment with new formats.

Yet, in addition to practical questions, several other issues should be taken into:

- Shouldn't additional training be offered to familiarise staff with online lectures (including software use)?
- How should staff time be remunerated, given that an online lecture will take additional time to prepare (in particular when being asked to give it only once)?
- If videos were to be peer-reviewed, wouldn't they count as published material (and, hence, also have worth beyond SOLVER hours)?
- Shouldn't online lectures also count in terms of contact hours?
- Could we share material with colleagues from other programmes, faculties and institutions (we could make use of each other work)?
- In addition to the previous point: the intellectual property rights with regard to all staff recordings (asynchronous online lectures, knowledge clips etc) will accrue to Maastricht University. Isn't this perhaps more discouraging than encouraging for lecturers?
- Should the faculty support staff when it comes to being equipment for home recordings?
- Distance and online teaching scenarios make it more difficult for staff to perceive how students are studying and learning. Is it in a similar fashion, like with traditional on-campus teaching and learning?

UPCOMING WEBINAR

- Online student (and staff?) wellbeing
 - 29 April, 15:00-16:00
 - With Miranda van den Boorn and Pia Harbers
 - Register [here](#)

